

CDE, High School Leadership Division

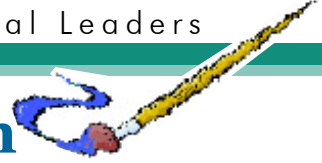
Volume 2, Issue 3

April 2003

High School!

A Monthly Newsletter for California Educational Leaders

Arts Education



Arts Education is having an active spring with grant applications, framework revision, and a May conference. This month's newsletter focuses on recent and upcoming activities for Arts Education in high schools.

Arts Career Courses for High School Students

As the need for qualified individuals in the arts, media and entertainment industry sector increases, California schools will want to establish comprehensive programs that provide students with entry-level skills. At this time, there is insufficient information and data regarding the quantity and quality of career preparation programs for this sector in California. Little is known about the number of programs, the use of business and industry partners, and the location of model programs in the arts, media and entertainment industry sectors.

To obtain current information about California high schools preparing students for arts careers, the California Department of Education (CDE) has contracted with the Santa Cruz County Office of Education to survey the state. The survey will report on high schools, Regional Occupational Center Programs (ROCP), and adult education career preparation programs in the arts areas. The objective is to survey, analyze data, and prepare a report to include, but not be limited to, the following information:

- Number of arts career preparation programs
- Schools offering programs
- Number of classes offered in each school
- Titles and description of course curricula for each class offered
- Courses receiving university admissions credit
- Number of students enrolled in arts career courses
- Number of teachers teaching these courses

The second part of the report will examine the extent to which businesses and industries in the arts, media and entertainment sector are working in partnership with local high schools, ROCPs, and adult education. Assistance may include developing programs, assisting in providing resources or expertise, serving on advisory committees, providing paid and unpaid internships, serving as student mentors, and fostering student skill development.

The third section of the report will identify and describe model school career preparation programs in the arts, media and entertainment industry sector. The report will include criteria for model program status, the location of each model, and a description of the program.

The survey report will be available in July 2003. For additional information contact Don Doyle, CDE, Visual and Performing Arts, High School Leadership Division,
< ddoyle@cde.ca.gov >.

Arts Work Model Arts Program

Through the California Department of Education's (CDE) Local Arts Education Partnership (LAEP) Grant Program (otherwise known as Arts Work Visual and Performing Arts Grant Program), the Model Arts Program (MAP) Network was formed. The MAP Network supports districts as they evaluate, improve and expand their visual and performing arts programs. MAP also has the opportunity to share the self-evaluation process with school districts throughout California. This MAP Network is comprised of school districts throughout the state that have received MAP grants from the LAEP/Arts Work Visual and Performing Arts Grant Program. The grants act as seed money to help school districts undertake work to implement, evaluate and improve the arts education programs in their schools. MAP members network together and mutually agree to commit to the professional development activities of the MAP Network. There are six focus areas of work:

- Program improvement
- Program evaluation
- Funding issues
- Standards-based curriculum development
- Student assessment
- Community involvement

The MAP Network district representatives attend several events. They coordinate network seminars three times a year, a mini-conference in January of each year, and the Arts Work MAP Conference each May. Through these eleven collaboration days, participating districts have the opportunity for collegial focus on their work. Inquiries regarding the Model Arts Program may be made to Nancy Carr, CDE, Visual and Performing Arts, High School Leadership Division < ncarr@cde.ca.gov >.

More information can also be found at < www.cde.ca.gov/shsd/arts/ > or < www.teachingarts.org > or < www.artsed411.org >.

California Arts Assessment Network

The current California Arts Assessment Network (CAAN) is built on two overlapping groups of arts educators from throughout California. One group, initially called the Ad Hoc Committee on Arts Assessment, was convened by the California Department of Education (CDE) in 1998. The group of thirty arts educators met on a voluntary basis to explore standards-based student assessment in the arts. The second group consisted of representatives from school districts and county offices of education that received CDE Arts Work Visual and Performing Arts Grant Program. The two groups are now working together as CAAN.

The CDE formed CAAN to plan for student assessment in the arts at the state, district, and school levels. The CDE and CAAN provide assistance to school districts through training models and materials, samples of district arts assessment policies and systems, and an item bank. The goal is to provide models of how to accumulate standards-based results for reporting student achievement in the arts.



Don Doyle, CDE Visual and Performing Arts Consultant

California Arts Assessment Network (cont.)

CAAN school districts are looking toward an arts assessment system that uses multiple measures. The work of the network includes providing examples of selected response and constructed response items, performance assessments, and portfolios. Schools may develop a portfolio system to measure individual student progress toward meeting standards in the arts or include arts assessment in an existing school or district integrated portfolio process.

CANN is open to any school district that would like to participate. Interested districts are encouraged to apply for an Arts Work Visual and Performing Arts Grant Program. For additional information please contact Don Doyle, CDE, Visual and Performing Arts, High School Leadership Division at 916.323.2469 or < ddoyle@cde.ca.gov >.

The Power of Coaching

The Power of Coaching: The Role of Teacher Leaders

Coaching in education is hot! It's been over 20 years since research began to appear showing the effectiveness of coaching as a way to improve instructional practice. With continued focus on increasing student achievement at our lowest performing schools, coaching has become a cornerstone of many private, state and federal programs. The Packard Foundation literacy grants require that full-time coaches be hired for every elementary school in participating districts. The Reading Excellence Act requires coaches be funded at the site, district and state levels. The Immediate Intervention for Underperforming Schools (II/USP) program funds coaching positions in elementary, middle, and high schools. Reading First, President Bush's ambitious early literacy program that promises to bring close to \$750 million to elementary schools in California over the next six years, allows funding for coaches at every participating school.



Coaching has been cited as a viable way to address a wide variety of school needs. It holds promise as a means to effectively implement new programs and to improve classroom instruction and school climate. Coaching can retool the way that teachers work and quite possibly change the structure of schools.

Research shows that when coaching is added to a professional development program, the level of classroom application increases significantly. Traditional professional development approaches that include theory, demonstration and practice improve the knowledge and skill levels of teachers, but ultimately do little to change classroom practice (Joyce & Showers, 1996). Coaching provides the structured support that is necessary to help teachers implement, refine, and master new practices successfully.

The way we work together over time, will in large part determine our ability to implement the changes necessary to significantly impact the quality of our schools. Coaching facilitates the development of healthy professional and collegial relationships and reduces teacher isolation. Teachers are encouraged to explore important issues together in an atmosphere of openness (Garmston, 1998). When coaching becomes part of a schoolwide plan of continual assistance for all teachers, collaboration increases, teachers become more receptive to change,

C o a c h i n g (c o n t .)

communication improves, and leadership capacity increases (Symonds, 2002).

That's the good news! However, as the coaching movement gains momentum, it is important to guard against the tendency to label any kind of assistance given to teachers as coaching, and to call anyone providing such assistance a coach. Although there is a solid research base to support the effectiveness of coaching in schools, it is important to remember that the research cited has been conducted on clearly defined coaching models such as Peer Coaching and Cognitive Coaching. These models use well-trained coaches who engage in coaching relationships:

Coaching is a powerful process designed to help clients improve their learning and performance, and enhance their quality of life. Coach and client choose the focus, format, and desired outcomes for their work. A coach works with a client to achieve higher levels of performance, learning, or satisfaction and to take action to move toward a goal. A coach relates to the client as a partner. A coach does not relate to the client from a position of an expert or authority.

The International Coaching Federation (ICF)

Considering this definition, it is important to fit coaching into the context of a larger effort to develop teacher leadership. The California Department of Education, in partnership with the Southern California Comprehensive Assistance Center, has developed a teacher leadership model and training program that identifies four key roles necessary for effective teacher leadership. The roles are coach, mentor, facilitator and presenter. Effective teacher leaders are skilled in all four roles and can discern the differences between each. Teacher leaders can move flexibly between the roles based on identified criteria such as the size of the group and the level of expertise of those with whom they work. This model expands the type and the level of support offered by teachers to teachers. Coaching is key to the long term professional development of teachers but the teacher leadership model recognizes that other peer relationships and leadership skills are needed as well.

As we take the steps necessary to meet the demands of our current budget situation in California, it is certain the schools will be faced with many difficult decisions. There may be fewer full-time coaches and specialists working to provide support for classroom teachers. It becomes even more critical to focus on teacher leadership and to organize faculties into professional development partnerships and teams so that they can provide continual support and assistance to one another.

By Debby Lott, CDE Reading/Language Arts Leadership Office, < dlott@cde.ca.gov >

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G r a n t s a n d F u n d i n g

Grant Opportunity

Nike, through the Bowerman Track Renovation program, provides matching cash grants for up to \$50,000 to community-based youth serving organizations to refurbish or build running tracks. Nonprofit, youth-oriented organizations are eligible to apply. Call 503.671.6453 for more information. Proposals are accepted on an ongoing basis through May 31, 2004.



Funding Opportunities

High School Pupil Success Act Planning Grants now available
< www.cde.ca.gov/cil/hsp/s/rfa.html >.

Federal Smaller Learning Communities Program information
< www.ed.gov/offices/OVAE/HS/SLCP/ >.

F r a m e w o r k s

Visual and Performing Arts Framework Revision

The 1996 visual and performing arts framework is currently in the process of revision. The anticipated date of revised publication is February 2004. This article gives you an outline of the document, and we hope you will go online during late March and April at < www.cde.ca.gov/cfir/ > to provide public input.

The new edition of the framework will be linked to the 2001 adopted content standards for visual and performing arts. The first chapter will provide an introduction for the first-time reader and speak to the organization of the framework. The guiding principle of the framework and the challenges in visual and performing arts will be discussed.

Chapter two is focused on district and site administration and includes a section on defining instruction in a standards-based arts education program at both district and school levels. The five component strands of each of the four arts disciplines are addressed. These strands include artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. The 1996 framework had four strands for each discipline; the new strand is the connection piece (to match the standards document). Considerations for having each of the disciplines within an arts education program, including partnerships and collaboration, funding, program evaluation, revision, and expansion are discussed. New media and electronic technology are also addressed.

Chapter three shares the content standards. In this new edition, the standards are included in the framework document that will assist generalist and specialist teachers in kindergarten through grade eight. All four disciplines are presented in an at-a-glance format. This will be useful to specialists working with differing grade levels. For grades nine to twelve, the standards are landscape layout with both proficient and advanced on the same page, strand by strand for each discipline. Proficient is intended to be first year and advanced refers to years two, three or four. There are no key standards for high school.

Guidance for dance, music, theatre and visual arts will be provided in chapter four. The chapter addresses specific information in each of the arts disciplines.

Chapter five speaks to assessment in the arts. Various forms of student and program assessment are explored. There is discussion of entry-level assessment followed by progress monitoring – formal, informal and summative. The work of California Arts Assessment Network (CAAN) is shared as well as national work with State Collaborative on Assessment and Student Standards.

Teacher preparation and professional development in the arts arena is the focus in chapter six. It includes looking at the formation and content of professional development. This chapter also addresses standards for teachers of the arts, considerations for those who plan and provide professional development in the arts, and professional development resources.

The criteria for evaluation of instructional materials are included only for kindergarten

Frameworks (cont.)

through grade eight and that forms chapter seven. The next section consists of a glossary of terms and language used in dance, music, theatre, and visual arts. If a term has more than one definition, they are all noted together – a new shift from the prior edition.

The framework includes appendices, which include:

- The *Education Code* references for visual and performing arts
- The State Board of Education Policy on Arts Education
- The University of California and California State University visual and performing arts entry requirements
- A preview of the Arts Education Program Toolkit (a way to evaluate an arts education program by discipline) and its “Arts Education Program Implementation Continuum”
- A listing of statewide and national arts education organizations and resources
- Information about the issue of copyright in the arts
- The guidelines for the safe use of art and craft materials

This new framework, now linked to the 2001 content standards, will be a useful tool to support strong arts education instruction in California.

The *Visual and Performing Arts Content Standards for California Public Schools: Pre-kindergarten through Grade Twelve, Dance, Music, Theatre, Visual Arts* and the *Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process* are available through CDE Press at 1.800.995.4099. More information about CAAN may be obtained at < www.teachingarts.org >.

By Nancy Carr, CDE, Visual and Performing Arts, High School Leadership Division,
< ncarr@cde.ca.gov >

Highlight Site

Coronado School of the Arts

The Coronado Unified School District has participated in the California Arts Assessment Network (CAAN) for three years. Teachers were trained in writing selected response questions and have contributed writing items for the item pool.

In the 2001-2002 school year, high school teachers involved in the network from the Coronado School of the Arts (CoSA) committed to developing high school tests in each of the four arts areas. Using the Golden State Exam as a template, the teachers spent a year developing a theatre test prototype. The test has selected response and constructive response questions. The project also involved teachers at El Modina High School in Orange Unified School District. The test was field tested at El Modina High School, Coronado High School, and CoSA.



**Linda Benning and Nicole Mark,
CoSA**

Highlight Site (cont.)

This year the questions are being analyzed and rewritten, and will be field-tested again. In the meantime, arts specialists from CoSA are preparing to write tests in music and dance.

The teachers who participated in the process learned a great deal. Nicole Mark, a CoSA acting teacher, said, "It has made me more aware of the standards and incorporating them into my lesson planning." Linda Benning, a veteran CoSA theatre teacher, said that writing the test questions made her recognize the importance of teaching the arts in a historical context. She also concluded that no matter how carefully crafted, a selected response question does not engage the test taker like a constructed response question. She emphasized, "Good constructed response questions demand a level of synthesis of information on the test taker's part that shows whether the student has critical thinking skills."

Both teachers are involved in other types of assessment at the school. CoSA students prepare extensive portfolios with the help of their teachers. They also participate in "juries" at the end of each semester. Students prepare their best work and show or perform that work for a jury of instructors. Both teachers believe that the visual and performing arts standards are best evaluated in the authentic testing modes of creating and showing art.

For more information, contact Kris McClung at Coronado High School, < kmccclung@coronado.k12.ca.us > or Don Doyle, CDE, Visual and Performing Arts, High School Leadership Division, < ddoyle@cde.ca.gov >.

Conference



Arts Work Model Arts Program Conference, May 15-17, 2003

Art specialists, members of the arts education community, artists, administrators, board members, and interested souls are invited to attend the Arts Work Model Arts Program (MAP) Conference. It involves the four arts disciplines and all aspects of the arts education scene. This conference is sponsored by the Arts Work Visual and Performing Arts Grant Program MAP grantees along with the California Arts Council, the California Arts Project and the California Alliance for Arts Education. This year's conference is in southern California in Universal City at the Sheraton Universal, May 15 through 17, 2003.

This statewide conference brings together those who are making arts education happen in California schools. Conference speakers and workshops will provide evidence of success in implementing and improving arts education in pre-kindergarten through grade twelve. Along with dynamic, nationally known speakers and reality-based workshops, special sessions will focus on standards and curriculum, student assessment and program administration, including personnel, funding and community resources.

A new publication, *Strategies for Implementing Arts Education Programs*, will be given to each conference registrant. This document highlights clear and concise strategies for providing standards-based dance, music, theatre and visual arts programs for all students. It will help move districts along a continuum from "building" to "best practices".

Visit < www.artsed411.org > or call 805.543.7072 for information.

By Nancy Carr, CDE, Visual and Performing Arts, High School Leadership Division,
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A Letter From Your Editor

We are pleased that you are interested in the *High School!* newsletter sponsored by the California Department of Education (CDE). We hope it is useful and informative. To better meet your needs, we are interested in gathering the following information:

1. Where do you work (district, school site, etc.) and what is your job title?
2. How are you using the *High School!* newsletter? Personal use, copying for staff, etc.
3. Would you like to see any changes made to the newsletter?
4. What topics would you like to see addressed?

We are interested in receiving articles from the field about promising practices and success stories. If you have an idea, you may submit a two to three sentence description of your article. Please include the topic/idea, contact name, phone number, and best time to call. Future newsletters will include a variety of themes, including these possibilities:

- High School Exit Exam – strategies for student improvement, test scheduling
- Integration of career-technical education and academics – including University of California A-G elective courses
- New schools and construction
- Visual and performing arts
- Technology
- English learners
- Experiential learning – immersion, service learning, internships, community-based learning, work experience, Regional Occupational Center Programs
- Athletics and physical education
- Honors, Advanced Placement, International Baccalaureate, Gifted and Talented Education
- Special education
- Standards-based education

The newsletter highlights a high school site in each edition. Would you like your site highlighted in this statewide newsletter? If so, please send contact name, phone number, best time to call, and why your site should be spotlighted.

If you are not already a subscriber to this newsletter or if you know someone who would be interested in this material, subscription sign up is available from the CDE Web site < www.cde.ca.gov/shsd/newsletter/ >.

Thank you for your time.

Kelly Goughnour, Editor, CDE, High School Improvement Unit, High School Leadership Division < kgoughno@cde.ca.gov >

Standards in Arts Instruction

Standards in Arts Instruction – The Five Strands

The California content standards for visual and performing arts are divided into five strands. The strands provide dimensions common to the instruction of each arts discipline. These five “sets of eyes” look at the content of instruction in dance, music, theatre and visual arts:

- Artistic perception
- Creative expression
- Historical and cultural context
- Aesthetic valuing
- Connections, relationships, and applications

Artistic Perception

Artistic perception refers to processing, analyzing and responding to sensory information through the language and skills unique to dance, music, theatre and visual arts. Students perceive and respond using the elements of the arts discipline. Students will demonstrate skills, process information, and analyze works of art using the vocabulary of the discipline.

Creative Expression

Creative expression is creating, performing and participating in the arts discipline. Students use a variety of ways to communicate meaning and intent in their own original works. Students apply skills in performing, composing and arranging, and improvising. Principles, processes and skills are applied to create and communicate meaning through their work.

Historical and Cultural Context

With historical and cultural context, students work toward understanding the historical contributions and cultural dimensions of the arts discipline. Students will analyze roles, functions, and development in the discipline and note human diversity as it relates to that discipline. They also explore musicians, composers, artists, writers, actors, dancers, and choreographers as well as cultures and time periods.

Aesthetic Valuing

Aesthetic valuing involves analyzing and critiquing works of dance, music, visual arts and theatrical experiences. Students critically assess and derive meaning from works of the discipline (including their own) based on the elements and principles of art, aesthetic qualities, and human responses.

Connections, Relationships, and Applications

Connections, relationships, and applications are connecting and applying what is learned in the arts discipline to other art forms, other subject areas, and to careers. Students develop competencies and creative skills in problem solving, communication and time management that contribute to lifelong learning and career skills. They learn about careers in and related to the arts discipline.

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High School!



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You are at:
< www.cde.ca.gov/shsd/newsletter/ >

Conference Calendar

California Department of Education
19th Annual Achieving Schools Conference
Sheraton Hotel, San Diego, California
May 12-14, 2003
916.319.0385
< www.cde.ca.gov/iasa/titleone/ >

Arts Work Model Arts Program (MAP)
Sheraton Universal
Universal City, California
May 15-17, 2003
805.543.7072
< www.artsed411.org >

W o r t h a C l i c k

California Alliance for Arts Education - Providing arts education advocacy and support. < www.artsed411.org >

California Department of Education - Providing assistance to implement visual and performing arts education programs, kindergarten through grade twelve.
< www.cde.ca.gov/shsd/arts/ >

California State Summer School for the Arts - Providing four weeks of exploration, discovery and hard work designed to unleash creative power.
< www.csssa.org >

Teaching Arts - California's primary destination for arts education information online. < www.teachingarts.org >

UC/CSU Admissions Requirements - "A-G" subject area requirements
< <http://pathstat1.ucop.edu/ag/a-g/index.html> >

G o t e - m a i l ?

Join the CDE HIGH SCHOOL! list serve at < www.cde.ca.gov/shsd/newsletter/ > to receive reminder messages about upcoming issues and Web posting dates.

If you have comments, contributions, or questions for *High School!* please contact Kelly Goughnour at < kgoughno@cde.ca.gov >. Your ideas and suggestions are welcome.